

Joe Fernander

Educational Data Scientist | University System of Georgia eCampus

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I am a proficient data scientist specializing in educational statistics, psychometrics, survey methodology, and the measurement of student learning. My primary focus lies in harnessing the power of learning analytics, data visualization, and data democratization to drive educational improvements. With strong skills in R programming, SQL, and Tableau, I bring extensive experience in hypothesis testing, machine learning, and predictive analytics to extract actionable insights from complex educational and messy datasets. My commitment to leveraging data for educational enhancement is evident in my track record of delivering data-driven solutions to support evidence-based decision-making in educational institutions.

Relevant Professional Experience

University System of Georgia (USG) eCampus	Data Scientist & Learning Analyst Leadership position with 4 direct reports (2 FTE, 2 Students)	2023 - present
	Associate Director of Analytics & Research Leadership position with 1 direct report (1 FTE)	2023
University of West Georgia	Educational Program Specialist, Assessments & Analytics/Data Analyst	2021-2022
	Assistant Registrar for Graduation Leadership position with 5 direct reports (3 FTE, 2 Students)	2018-2021
	Adjunct Instructor, First Year Programs	2018-2019
Georgia State University	Senior Enrollment Services Assistant	2016-2018

Education

Georgia State University College of Education & Human Development	Master of Science (M.S.) in Educational Research Concentration in Research, Measurement & Statistics	Expected 2024
University of North Georgia College of Education	Post-Master's Certificate in Transfer Leadership & Practice	2019
Georgia Southern University College of Education	Master of Education (M.Ed.) in Higher Education Administration	2017
Georgia State University College of Arts & Sciences	Bachelor of Arts (B.A.) in Religious Studies & Philosophy	2012

Certifications

Tableau	Certified Tableau Data Analyst	2022
Qualtrics	Qualtrics Certified Core XM Expert Researcher	2019
Google	Google Data Analyst	2021
CITI	Social & Behavioral Researcher	2021

Skills & Software Proficiency

Research	Research design, hypothesis testing, sampling theory, survey design and implementation
Statistical Analysis	Descriptive statistics, inferential statistics (parametric & non-parametric), regression (linear, logistic, poisson, etc.), Bayesian statistics
Machine Learning	Logistic regression, k-Means, k-Nearest Neighbors, Naïve Bayes, decision trees
R Programming Language Advanced Proficiency	R, R Studio, R Markdown, Flexdashboard, Quarto, Shiny, Posit Cloud, Posit Workbench, Posit Connect, Posit Package Manager Most used packages: Tidyverse (tidyr, dplyr, ggplot2, tibble, stringr, lubridate, readr, forcats, etc.), Tidymodels, Caret, Shiny, GoogleSheets4, Janitor, Knitr, purr, SalesforceR
SQL Advanced Proficiency	Proficient in querying data from Microsoft SQL Server and similar SQL applications (Google BigQuery, MariaDB, etc.)
Tableau Expert Proficiency	Tableau Desktop, Tableau Prep, Tableau Server Administration, Tableau Cloud
Microsoft Excel / Google Sheets Expert Proficiency	Power Pivot, VBA, Data Modeling, SQL Server integration
SPSS/Jamovi Advanced Proficiency	Hypothesis testing, descriptive statistics, inferential statistics, machine learning

Key Achievements

Learning Analytics Dashboards

Developed a series of dashboards and reports in Tableau connected to learning management system (LMS) data to provide instructional designers & faculty with actionable insights into course performance and areas for improvement. Dashboards include grades, learning outcomes, rubrics, quiz item analysis, and LMS system access.

Machine Learning Student Risk Model

Implemented a student risk model for detecting students who may be at risk for not passing their online, asynchronous courses using k-Means in R. To accompany this model, I designed a Tableau dashboard that integrates with the Salesforce CRM to provide Student Success Team members with data about student performance including course access trends, grades, missing assignments/quizzes, and participation in online discussions. Additionally, R scripts were generated to combine all this information using the Salesforce API to generate cases in Salesforce.

Faculty Course Evaluation Reports

Created comprehensive course evaluation reports for course faculty. Reports include metrics about student success and their results from their course evaluation surveys. These interactive HTML reports were developed in R Markdown and reduce the administrative burden of compiling report manually each semester saving hours of work.

Learning Outcomes Reports

In Fall 2021 eCore and eMajor learning outcomes reporting transitioned from faculty reporting to being generated through the learning management system data. This process reduced faculty workload and increased the reporting capabilities of this data for assessment and accreditation purposes.

ETL (Extract, Transform & Load) Processes for INGRESS & LMS Data

Designed and implemented ETL processes for receiving student and LMS data from INGRESS / D2L (via SFTP) and automated imports into the eCampus Analytics Database (SQL Server). This process significantly reduces staff time manually extracting these files and allows dashboards deployed into Tableau to have near-real-time data.

Presentations

- Aimee Berger and **Joe Fernander**: Practice Makes Progress: Lessons from Learning to Learn, *Meaningful Living in a Digital World Conference, Savannah, GA* 2023
- Joe Fernander**: Introducing eCampus Learning Analytics, *University System of Georgia Momentum Summit IV, Atlanta, GA* 2023
- Joe Fernander** and Aimee Berger: Supporting Online Math Students with a Scaled Growth Mindset Intervention, *Distance Learning Administration Conference, Jekyll Island, GA* 2023
- Joe Fernander** and Kelly Steed: eCampus Introduces New Data-Driven Processes in the Course Revision Cycle, *Distance Learning Administration Conference, Jekyll Island, GA* 2023
- Joe Fernander** and Kelly Steed: Democratizing Learning Analytics: The Development of Evidence-Based Curriculum Design at USG eCampus, *InteractUSG, Savannah, GA* 2023

Reports

- Brittany Grissette, Amanda Hawkins, Sarah Kuck and **Joe Fernander**: The Effect of Collaboration and Utilization of Academic Coaches in Online Learning Environments, *Advances in Online Education* (in review) 2023
- Joe Fernander**: Assessing the Effectiveness of Virtual Labs in Asynchronous Introductory Biology Courses, *University System of Georgia eCampus* 2023
- Joe Fernander**: Does course reinstatement affect course outcomes in eCore asynchronous online courses?, *University System of Georgia eCampus* 2023
- Joe Fernander**: Exploring the relationship between late registration and academic performance, *University System of Georgia eCampus* 2022
- Joe Fernander**: Is there a significant difference in proctored exam scores based on exam modality?, *University System of Georgia eCampus* 2022
- Joe Fernander**: An analysis of the University System of Georgia Mindset Learning Project, University System of Georgia 2022
- Joe Fernander**: What strategies do eCore instructors use to achieve high response rates on end-of-course evaluations? 2022

Teaching Experience

University of West Georgia - **XIDS 2002: College Ethics** (Fall 2019 - Fall 2020, in-person and hybrid)
This course examines ethical questions and situations that affect colleges students in the American higher education system. Topics include affirmative action, free speech & campus protest, friendship & dating in college, sexual misconduct, the costs of higher education, financial aid, plagiarism, performance-enhancing drugs, extra credit and the aims of higher education.

References

References available upon request